

Michigan Project WILD Facilitator Handbook



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What is Project WILD

Introduction

Project WILD (Wildlife In Learning Design) is an award-winning environmental and conservation education program that emphasizes wildlife and its habitat. Its purpose is to assist learners of any age in developing awareness, knowledge, skills and commitment that result in informed decisions, responsible behavior, and constructive actions concerning wildlife and the environment upon which all life depends.

- Project WILD was developed by educators and resource professionals.
- The materials have been extensively field-tested and evaluated.
- Project WILD workshops are provided by volunteer facilitators for education and natural resource professionals who work with students grades K-12.
- Facts and principles presented have been reviewed for accuracy by professional wildlife and fisheries biologists and conservationists.
- Project WILD is currently available in all 50 states.

Project WILD consists of instructional workshops for educators, supplementary curriculum materials in the form of activity guides, and a network of people interested in education and the environment. It is primarily geared for educators working with kindergarten through high school age youth. There are two activity guides, a Project WILD activity guide and an WILD Aquatic activity guide, both of which are designed to supplement or to be infused into ongoing curriculum units. The WILD Aquatic activity guide covers aquatic resources and aquatic wildlife, areas not dealt with in the basic Project WILD activity guide. The activity guides are distributed through a workshop format only.

Project WILD Workshops

As a workshop facilitator, you will provide WILD workshops – instructional experiences that involve, inspire, inform and lead to action. The workshops are designed to enable in-service or pre-service teachers, youth group leaders, and resource managers and others to use Project WILD materials and strategies in instructional settings, such as classrooms, outdoor study areas, urban environments, or any place where people are interested in learning about wildlife and its habitat.

State Level Sponsors

Michigan Project WILD is coordinated by the Department Natural Resources, PO Box 30028, Lansing MI 48909, phone (517) 373-2457; fax (517) 373-1547; www.michigan.gov/dnr.

Our Partner in providing Project WILD in Michigan is the Michigan Alliance for Environmental and Outdoor Education.

National Level Sponsors

- Western Association of Fish and Wildlife Agencies
- The Council for Environmental Education (CEE), formerly called Western Regional Environmental Education Council

Awards and Recognition

- A Gold Medal for Education and Communications in the President's Environment and Conservation Challenge Award program in 1991
- Wildlife Society's 1984 Conservation Education Award
- Awards from Conservation Education Association, North American Association for Environmental Education, and National Wildlife Federation

Associate Organizational Sponsors

- American Fisheries Society
- Defenders of Wildlife
- Environmental Protection Agency
- National Wildlife Federation
- U.S. Fish and Wildlife Service

International Associate Organizational Sponsors

- Canadian Wildlife Federation
- Czech Junak, Czech Republic
- Center for Environment Education, Ahmedabad, India
- National Centre for Educational Materials, Iceland
- Umea University, Sweden
- Parks and Recreation Foundation of Japan

Related Environmental Education Projects

In addition to Project WILD, the Council for Environmental Education has developed other environmental education projects that use activity guides and a workshop format:

- **Project Learning Tree (PLT)** – PLT uses forest-related issues as windows into the natural environment. A preK-8 activity guide and secondary modules on Forest Ecology, Solid Waste, Risk Assessment and Forest Issues are available. Future module topics include Biodiversity, World Forests and the Built Environment. The PLT program coordinator may be reached at the Michigan Project Learning Tree, Michigan Dept of Natural Resources, Forest, Mineral and Fire Mgt. Division, 8717 North Roscommon Road, Roscommon, Michigan 48653, Ada Takacs State Coordinator, 989-275-5151 Ext. 2049, takacs@michigan.gov.
- **Project WET (Water Education for Teachers)** – Project WET promotes awareness, appreciation, knowledge and stewardship of water resources. The Project WET coordinator may be reached at Michigan Project WET, GVSU-AWRI, 740 W. Shoreline Dr., Muskegon, MI 49441, Janet Vail State Coordinator, vailj@gvsu.edu.

Organization of Materials

The Project WILD curriculum is organized into three sections: 1) Ecological Knowledge; 2) Social and Political Knowledge; and 3) Sustaining Fish and Wildlife Resources. The three major sections reflect a progressive structure in that the activities in the Ecological Knowledge section frequently correlate to elementary school curriculum requirements, the Social and Political Knowledge section often correlates to middle school needs and activities in the Sustaining Fish and Wildlife Resources section are more appropriate for high school students. Each of these sections is further divided into topic areas that correspond to the conceptual framework in the back of the guide. The activities within each topic are ordered by complexity, moving the student from understanding to application.

I. Ecological Knowledge

Activities found in this section are introductory lessons that focus on awareness. They are designed to establish a foundation for most of the activities that follow, developing a basis of understanding for the characteristics of environments and how they function.

The five areas of study:

- 1) *wildlife populations,*
- 2) *habitats, ecosystems and niches,*
- 3) *interdependence,*
- 4) *changes and adaptations,* and
- 5) *biodiversity.*

II. Social and Political Knowledge

This section builds on awareness and moves the students toward understanding. Students examine the way human cultures, economics and politics have affected people's attitudes toward natural resources.

There are four areas of study:

- 1) *cultural perspectives,*
- 2) *economic, commercial and recreational considerations,*
- 3) *historical and geographical*

development, and

- 4) *political and legislative frameworks.*

III. Sustaining Fish and Wildlife Populations

Activities found in this final section are generally higher level lessons that take the students from understanding to action. The activities are designed to serve as a way for students to recognize, evaluate and make responsible choices in their own lives regarding natural resources while reflecting on the knowledge and skills they have acquired in earlier activities.

There are five areas of study:

- 1) *attitudes and awareness,*
- 2) *human impacts,*
- 3) *issues and trends,*
- 4) *wildlife management, and*
- 5) *responsible action and service.*

Historical Timeline

National History of Projects WILD, Learning Tree and WET

- 1970 The Western Regional Environmental Education Council (WREEC) was founded. This nonprofit organization of state departments of education and natural resource agencies in 13 western states was funded by a grant from the U.S. Office of Education.
- 1973 WREEC and the American Forest Institute (now the American Forest Foundation) co-sponsored the development of Project Learning Tree (PLT), an environmental education program for K-12 educators which uses forests as a beginning for environmental exploration.
- 1976 PLT became available to educators, beginning with 13 western states.
- 1979 PLT, having grown to more than 30 states, hosted a national conference. During that conference, WREEC held its annual meeting where Project WILD was conceived.
- 1980 WREEC contracted with the Western Association of Fish and Wildlife Agencies (WAFWA) to develop Project WILD.
- 1981 Project WILD development began. Activities were developed jointly by classroom teachers, education experts, and wildlife experts, and then field-tested in classrooms.
- 1983 After three years of development, testing, and revision, Project WILD Elementary and Secondary guides became available to educators through a workshop format. Approximately twenty states and four national and international organizations were involved.
- 1986 Development of the Project WILD Aquatic guide began, with six writing workshops conducted throughout the U.S. The materials were developed predominantly with U.S. Fish and Wildlife Service funding.
- 1987 Formal field-testing and evaluation of the Aquatic activities were conducted. Activities were refined and the first edition of the Project WILD/Aquatic guide was published.
- 1990 WREEC entered into partnership with The Watercourse to develop Project WET (Water Education for Teachers) a national initiative in environmental education

designed to assist citizens in expanding their knowledge of topics important to all water users.

- 1991 All 50 states now sponsored Project WILD, along with 6 national and 5 international sponsors.
- 1992 The Elementary, Secondary, and Aquatic Education Activity Guides were updated. The Elementary and Secondary Activity Guides were combined into one volume for grades K-12.
- 1993 The WILD School Sites guide became available.
- 1994 The Exploring School Nature Areas video were released. WREEC announced its transition to a national organization. PLT released its new and revised comprehensive curriculum.
- 1995 The Taking Action Educator's Guide was released. WILD in the City receives funding and is launched. WREEC and The Watercourse officially launched Project WET and the Project WET Activity Guide officially became available. WREEC celebrated its 25th Anniversary and changed its name to Council for Environmental Education (CEE).
- 2000 New Project WILD and WILD Aquatic guides released after a major revision.
- 2002 Partnership initiated with National Wildlife Federation (NWF) for distribution of *Science and Civics: Sustaining Wildlife*. Publication/production of Project WILD: Awareness to Action video, *Correlations to National Science Standards* and *Correlations to the NAAEE Excellence in Environmental Education: Guidelines for Learning*. *Science and Civics* guide printed.
- 2003 **20 th Anniversary!** Since 1983, over 900,000 educators and 48 million youth have participated in Project WILD programming. Fifty state sponsors plus the District of Columbia and Puerto Rico; additional countries including Canada, Czech Republic, Iceland, India, Japan and Sweden sponsor the program.
- 2004 Project WILD releases Project WILD: Connecting with No Child Left Behind, a booklet illustrating how Project WILD helps teachers to meet NCLB requirements.
Project WILD develops and releases WILD About Reading! -- encouraging literacy related to wildlife.
Flying WILD: An Educator's Guide to Celebrating Birds is released.
- 2006 One million educators have received training in Project WILD since its

introduction in 1983.

2008 Project WILD celebrates its 25th anniversary!!

Common Questions

What is the procedure for making a 6-hour Project WILD workshop “happen?”

- Contact school administrators, educators and others to promote your workshop.
- Complete the Workshop Proposal Form and mail it to the State Coordinator at least THREE weeks in advance of the workshop date.
If needed, ask the State Coordinator for assistance in finding another facilitator.
- The State Coordinator will send your activity guides directly to you.
- When the workshop is over, mail a completed Facilitator Survey Form, a copy of the Workshop Sign-in Sheet, and the Participant Evaluation Forms.

If participants are interested in becoming facilitators, what should they be told?

They should check the Project WILD at the Department of Natural Resources website www.michigan.gov/dnr to find out the dates for a 16-hour facilitator workshop that would be convenient for them.

May a facilitator conduct a workshop on just Project WILD or WILD Aquatic?

Yes, in some ways this may meet the needs of a particular school and/or district better than a combined workshop. If the teachers are incorporating a thematic approach that lends itself to one of the Projects, by all means provide them with a more in-depth program that is tailored to their curriculum.

May a teacher receive materials without going through a 6-hour workshop?

No, the National Project WILD Office and national sponsors mandate that Project WILD activity guides be given only to those individuals that have undergone a 6-hour or longer training workshop.

As a facilitator, what do I say to a district administrator who only wants a “few” teachers to take the workshop and then “let them share it with the other teachers?”

Explain that research shows that teachers are more likely to use educational materials if they have had training in their use and are familiar with the activities and the way they are presented. It is also felt that a training workshop will help them overcome potential problems before they occur in their classroom. The cost of the workshop and materials is so low that it should not be a factor.

What should I charge participants for conducting a workshop?

There is a \$20 registration fee for participants taking a Project WILD workshop. Checks should be made payable to Missouri Project WILD.

What about expenses I incur in putting on a workshop?

Facilitators can work with local organizations and businesses to provide funding support for educator workshops.

Facilitator Characteristics and Responsibilities

Project WILD Facilitator

JOB DESCRIPTION

Job Title:

- Project WILD Facilitator

Time Requirements:

- Attend an 18 hour facilitator training or complete an apprenticeship with a trained Project WILD Facilitator
- Plan and conduct one 6 hour workshop at least every other year.

Supervisor:

- State Project WILD Coordinator

Position Responsibilities:

- To plan and facilitate one Project WILD workshop every two years following a facilitator training.
- Provide quality, non-biased training to educators in the use Project WILD materials.

Qualifications:

- Prerequisite: must have attended a six hour Project WILD workshop, and have utilized the materials with a youth or adult group.
- Experience in formal or non-formal education
- Familiarity with Michigan wildlife and ecosystems
- Strong communication skills
- Comfortable facilitating large groups (10-30 people) of adults

Training:

- will be provided.

Tools, etc.:

- Facilitators must have access to materials commonly used in Project WILD activities, such as arts and crafts supplies, writing materials.
- These may be provided by the state Project WILD office, if available.

Characteristics of a Good Facilitator

A good workshop facilitator promotes participation during the course of a Project WILD workshop by:

- **Being Friendly**

Greet participants as they arrive, and make them feel welcome. It helps you remember their names and faces when you meet them on an individual basis.

- **Smiling a lot!**

- **Calling participants by name**

Have name tags for participants and yourself

- **Maintaining eye contact with participants**

- **Listening to and understanding participants' needs**

Allow time for participants to express themselves; listen to what they have to say and do not feel like you must provide an answer to everything.

- **Appearing relaxed**

- **Being enthusiastic**

Your excitement will be contagious. If you feel "ho-hum," so will your workshop participants. But if you're genuinely stimulated it will show; and there's nothing more delightful than a delightful person!

- **Using gestures, body language, and movement to convey meaning**

Try to keep hands free rather than only at your side -- this will enable you to naturally emphasize key points.

- **Preparing and using high quality visuals**

- **Being organized, but flexible**

Plan carefully the details of the workshop, but be flexible so you can spend more time on a particular area participants are interested in.

- **Conveying key concepts, but not overwhelming participants**

Clearly state the objective and purpose of each workshop activity.

- **Encouraging feedback from workshop participants**

Remember that your audience has a rich background -- draw on their experience wherever possible. Also remember that their questions indicate interest -- welcome questions.

- **Varying activity types, location (indoors/outdoors) and participant group size throughout the workshop**

Using good instructional techniques not only serves as a model, but makes sure you address the different learning styles of your participants.

Educator Workshop Requirements

- ✓ The workshop must be a minimum of six hours in length. Six hours can take place in any combination of time frames. You can divide six many ways:

$6 \div 1 = 1$ six hour slot $6 \div 2 = 3$ two hour sessions $6 \div 3 = 2$ three hour sessions

A day-long (six to eight hours) workshop can build a sense of immersion and in-depth involvement in the activities and ideas. A number of shorter (two-or three-hour) sessions, spaced over a period of a few weeks enables participants to use activities with their students between workshop sessions. Do what works for you, your co-facilitator and the participants. If you conduct the workshop in two or more sessions: (1) do not make sessions so short you spend most of the time reviewing what you covered last time; (2) consider the activities you want to do and see if two or more sessions allow participants to do some “homework” to complete or prepare for an activity; and (3) do not give out the activity guides until the final session!

- ✓ Each participant must experience a minimum of three Project WILD activities during the workshop. In addition, be sure to include activities that address a variety of learning styles, for example: one involving arts-and crafts/hands-on elements; one that says, “Go outside and . . .”; and one that uses thinking skills.
- ✓ Provide an overview of Project WILD. Discuss the purpose of Project WILD. Highlight that the activities are interdisciplinary, supplementary, varied in terms of learning styles and teaching strategies, and may be taught in any order at any grade level.
- ✓ Inform participants that Project WILD is sponsored at the national level by the Council for Environmental Education and at the state level by the Missouri Department of Conservation.
- ✓ Schedule planning time during the workshop to allow participants an opportunity to determine what activities they can use and how they will be able to use them.
- ✓ All participants must complete a Participant Survey Form, which is contained in the Forms Section of this Facilitator Manual. The evaluation form must be returned to the State Coordinator.

Before the Workshop

Deciding to Schedule a Workshop

How do you know when it's time to schedule a workshop? Here are some clues:

- When your colleagues see you doing Project WILD with your students and want to know what you are doing;
- When someone asks for ideas for in-service workshops or an unplanned teacher workday is scheduled;
- When you know units on wildlife, plants, ecology, cultures, natural resources, creative writing, recycling, solid waste are coming up;
- When the new school year is about to begin (New ideas are a great way to start a new year!);
- In April before Earth Day (April 22);
- When you and your colleagues need something new and exciting to re-energize yourselves;
- When the State Coordinator calls to tell you there are some folks in your area who have asked to have a workshop;
- When teachers at your child's school ask you to visit the class to talk about wildlife or careers in natural resources.

Working with a Co-Facilitator

"Team teaching" brings people with different backgrounds together to lead a workshop. A combination of an educator and resource professional can make an excellent workshop team. A word of caution! Communication will be critical to organizing and conducting a co-facilitated workshop. Identify what responsibilities each of you will have at the onset. By co-facilitating, leaders share the teaching burden. Altering the responsibility to lead allows one leader to prepare an activity while the other facilitates.

Identifying Your Audience

Who is coming to your workshop? Teachers, principals, district wildlife managers, community volunteers? It is important to have a clear idea in advance so you can tailor your facilitation to their needs. If that's not possible, make sure you find out at the beginning of the workshop and can make adjustments if necessary in how you facilitate the workshop agenda and flow.

Identifying a Location

Find a location appropriate to your audience(s) and your workshop goal. Since some of the activities are most effective when accomplished in an outdoor setting, try to select a facility that will offer a diversity of opportunities for indoor and outdoor activities.

When scouting your area for an appropriate facility consider the following:

- school building and grounds (that's where the teachers will be using the activities, and they can see how it will work);

- national, state, county or city forest or park where there is a large enough space to meet comfortably even if it rains;
- local nature center or visitor's center;
- local campgrounds;
- Scouts, 4-H, YMCA, churches and others have lovely facilities in wooded settings;
- hotel or motel with a meeting room large enough to serve the group;
- library, community college or university campus, and
- meeting facility owned by one of your sponsors.

Each location has its advantages. Think ahead about ease of providing meals, space enough in case of inclement weather, ease of finding the location (send a map if necessary), time to travel from nearby population centers. Most important – think about comfort! If your folks aren't comfortable, they will not learn as effectively.

Publicizing the Workshop

Promote the workshop in advance with flyers, brochures, public service announcements and word-of-mouth. Make use of existing communication channels within your school, district or other place of work. Consider locating a reliable contact in each school to help spread the word personally. Send special invitations to people you'd really like to have participate and include extra flyers for them to share with others. It may also be appropriate to announce your workshop through newsletters of various educational associations. Use whatever format and avenue that makes sense in your setting! Included in this handbook is a sample flyer that you can photocopy, complete and post in appropriate locations. Include the following information in your publicity material:

- what Project WILD is;
- who will be leading the workshop;
- who is sponsoring the workshop;
- date and time;
- location (include a map if possible);
- expenses (refreshments or lunch);
- whether college or district credit is available;
- what participants will receive (Project WILD Activity Guide and any supplementary materials);
- a name, address, and phone number to contact for additional information;
- whether outdoor activities are scheduled so they can wear appropriate clothing such as raincoats, hiking boots, and casual clothes.

Participant Fees and Materials

The fee for Project WILD workshops is as follows:

- \$35 for either Project WILD K-12 or Aquatic WILD workshops (where only one of the activity guides is provided to participants)
- \$50 for a combined workshop where both the K-12 and Aquatic activity guides are provide to participants

Workshop participants are to be given the Project WILD and Aquatic activity guides. **No books may be sold or given away under any circumstances to anyone who has not completed the six hour minimum workshop requirement.** The number of evaluations you return to the State Coordinator should correspond to the number of books you give out. If you over-order books, you may send extras back to the State Coordinator. If you plan another workshop within the next six months you may keep the books until your next workshop.

Reviewing Workshop Goals

A Project WILD workshop has four main goals. Workshop planning should focus on how to most successfully accomplish these workshop goals:

- to introduce teachers and other educators to the materials and philosophy of Project WILD;
- to demonstrate how educators can use Project WILD activities in the course of their day teaching, moving students from awareness to responsible actions;
- to provide a sampling of teaching strategies and activities that will help students become aware of their presence in the environment and their personal responsibility for it; and
- to allow workshop participants an opportunity to plan how and where they will incorporate Project WILD in their day-to-day teaching.

Developing an Agenda

Above all else when planning your agenda or conducting the actual workshop, remember to stay flexible! Here are some tips for planning your agenda:

- Be prepared for the unexpected, including having an extra activity to present in case those that you plan go quicker than you expect.
- Consider planning the workshop around a theme or subject, not simply by choosing random activities. For instance, planning and advertising your workshop with a focus on wetlands, endangered and threatened species, biodiversity, or urban habitats may attract more people than advertising a generic workshop. Themes are endless and should be tailored to the audience you intend to attract. Advertising a workshop with activities related to social sciences or language arts may also help draw participants.
- Your participants will have diverse learning styles, and you should include activities that are attractive to all styles. Some participants will learn best with hands-on activities. Some learn best by hearing, touching or seeing. In some instances a lecture-style presentation may be warranted, but do not limit yourself to this

presentation style.

The agenda you develop for your workshop will depend on a number of factors: the amount of time available (6 hours minimum); participant background; number of participants; workshop location; etc. Here are sample outlines for one-day and two-day workshops.

One-day Project WILD Workshop Agenda

9:00 am Registration & Icebreaker
9:20 am What is Project WILD & Aquatic
9:30 am Intro to Project WILD & Aquatic activities:
Interview a Spider
Ethi Reasoning
Bearly Born
11:00 am Distribute materials and Break
11:15 am WILD Safari
12:00 pm Lunch
12:45 pm Project WILD Aquatic activities
Turtle Hurdles
Fashion a Fish
1:45 pm Looking closer at Aquatic's resources
2:00 pm From Awareness to Action
2:15 pm Participant preparation of activities
2:45 pm Presentation of activities
3:30 pm Sharing ideas and conclusion

One-day WILD Aquatic Workshop Agenda

8:30 am What is Project WILD & Aquatic
8:45 am Intro to Project WILD & Aquatic activities:
No Water Off A Duck's Back
Waterwings
Hooks & Ladders
10:45 am Distribute guides and Safari
11:30 am Awareness to Action
11:30 am Lunch
12:30 pm Setting up and caring for a fresh water aquarium
1:30 pm Prepare and present activity
3:00 pm Sharing ideas and conclusion

Two-Day Project WILD/Aquatic Workshop AgendaDAY 1:

4:00 pm What is Project WILD & Aquatic
4:15 pm Intro to Project WILD activities
First Impression
The Hunter
Muskox Maneuvers
5:45 pm Supper & distribute guides
6:45 pm WILD Safari
7:30 pm Resources
From Awareness to Action
8:00 pm Adjourn

DAY 2:

4:00 pm Project Aquatic activities
Water Wings
Wetland Metaphors
5:00 pm Closer look at Aquatic's resources
5:15 pm Dinner
6:15 pm Participant preparation of activities
6:45 pm Presentation of activities
7:30 pm Sharing ideas and conclusion
8:00 pm Adjourn

Choosing Activities

The most important criteria for selecting activities to conduct at your workshop is that YOU enjoy them and feel comfortable leading them. Your workshop participants will catch your enthusiasm! A few basic guidelines may help you plan:

- If possible, choose activities you have already used so that you know how the activities work from direct experience. You may have invented useful modifications or extensions or located valuable resource materials to draw upon; and you can bring evidence of the activity's effectiveness in the form of the student projects.
- Choose activities appropriate for your audience. For example, if the entire group is elementary teachers use only elementary activities.
- Include a minimum of three, and preferably five activities in the workshop. Have a clear developmental sequence in mind, but be ready . . . a sudden rainstorm, a local happening or a special participant interest can be good reasons to rearrange, add to, omit from or change your plans. Once at the workshop, don't rush to complete all of the scheduled activities. The unexpected is an invitation – and even “unsuccessful” attempts offer rich learnings!
- Be sure you select activities from at least three or four topic areas. Workshops should take folks from awareness to lifestyle changes too!
- Select activities that alternate between physical activity and more passive action.
- Alternate between indoor and outdoor activities. It's a good idea to have a few back-up activities in case of inclement weather.
- Consider time, space and equipment constraints. One or two activities which require a lot of equipment should be balanced with a few which require little or no materials.
- Select activities which fit in with an upcoming unit, or special event in which your participants are involved.
- Vary the subjects with which your activities correlate. Avoid all Science or all Art. Think “Interdisciplinary!”
- Allow for a variety of experience and interests of the participants. When they complete an advance registration for the workshop, ask participants to provide a few key facts about themselves, such as the grade level or subject area they teach, to help you focus the content of the workshop.

During the Workshop

*Nothing is so contagious as enthusiasm...it is the genius of sincerity and truth
accomplishes no victories without it.*

Buliver-Lytton

Starting the Workshop

Introduce yourself and provide the participants a brief explanation of your interest in the Project and environmental education programs. No matter how clear you think you've been about stating the workshop purposes and time frame in the pre-workshop materials, take some time to review the goals and objectives you have set for the workshop! The participants are coming together for the workshop as "students" and, especially if they don't know each other beforehand, the learning environment can be enhanced by creating a friendly and informal atmosphere for getting acquainted at the beginning of the workshop activities.

Icebreakers are an excellent technique to make participants comfortable and to allow them to meet those that share their interest in learning about the Projects. It is important to build a feeling of community and sharing throughout the workshop. People that know each other might balk at an "icebreaker" so you may consider promoting the activity as a warm-up exercises, mixer or environmental integrator. Several icebreakers are provided in this Facilitator Manual.

Introducing the Activity Guide

Some facilitators like to distribute the activity guides and make time for participants to look them over right away; others explain the Project WILD background and purposes first, hand out descriptive literature or jump right into experiencing the activities, leaving the talk until later. Each of these routes, and others, can work. Feel free to experiment with various strategies and choose what feels most comfortable for you, and most effective for your workshop group. Keep in mind the strategy of "Think, Pair, Share." The more you can get your group to use the guides now, the more likely they will be to use them again later.

Discussion of Fear

Don't be afraid to ask workshop participants about any fears they have of the outdoors or "critters." Lead a short discussion on how their fears could be unintentionally passed to the youth they work with. Review the paper "Talking About Monsters" in the References section of this Facilitator Manual to learn about strategies to reduce fear.

Workshop Incentives

Consider reserving some of the resource materials you may have obtained as door prizes. Posters may be available in limited supply, but you may be able to provide one during each workshop to the person whose birthday is next or the one that sits in a chair that you have placed a piece of tape on. Take with you some of the many natural resource books, posters, videotapes and audiotapes you have in your personal collection. Set aside a table at the back of the room as a resource area, where participants can review materials during breaks. To reinforce the learning experience, display samples of activities that your students have completed.

Lunch and Snacks at the Workshop

Providing creature comforts is an important part of any workshop's success. You don't have to provide refreshments yourself. Below are some options for arranging for lunch and snack breaks:

- Find a local sponsor for lunch and/or breaks.
- Ask participants to bring a brown bag lunch.
- Order lunch to be delivered and have each participant pay for his/her portion.
- Have a pot-luck meal brought by participants.
- Put out a cup or can and tell folks the cost of drinks and snacks. Expect contributions from those who partake. You'll recover at least some of your investment.
- Ask several participants to bring a dozen cookies each or their favorite coffee cake.
- If the workshop is at a school, see if the Home Economics students are willing to prepare the baked goods and set up for drinks.
- Ask participants to "lug a mug" to minimize use of disposable cups and cleanup time.

Remember, mealtime can be learning time, too, whether the group eats together or apart. If you send folks out for food, ask them to do "assignments" – one or two activities they can complete on their way to or from lunch. For example, use the Project WILD activities "Urban Nature Search" and "Cartoons and Bumper Stickers." You can also introduce some after lunch activities related to food, for example, the Project WILD activities, "What Did Your Lunch Cost Wildlife" and "What's For Dinner."

Keeping Momentum

Here are a few tips for maintaining momentum during your workshop:

- Have FUN!
- Set the stage. Share your objectives and the agenda with your participants. Post them where everyone can see them. This helps to set the pace and lets the participants know where you're going and where they're going. It sets an air of anticipation!
- Pay attention to attention. Notice when participants need a break or a change of pace. Your adrenaline as the facilitator may keep you in high gear all day, but other people might not have that additional energy going for them! Offering a variety of activities helps – and certain modes work better at certain times of day. For instance, we've found that drawing pictures or other visual displays can be a more stimulating activity than making lists, especially after lunch. Activities which call for physical movement are even better!

Closing the Workshop

Try to tie all of the day's experience together when closing the workshop. Leave participants excited to take what they have learned and use it with their students. Participants should reflect on the content and processes of activities. Include time for sharing what they've learned and for them to express their views. Include time for reflection, assimilation of the events of the workshop or an individual activity such as "Adaptation Artistry" or "Animal Poetry." Ask what activities they would or would not use with their students. How would they expect students to react, or what would they learn? How would they propose an activity be altered to make it more effective?

Participants are required to complete a **Participant Survey Form**. Since they will be anxious to get on their way, don't leave the evaluation until the last minute! Give them sufficient time to collect their thoughts and complete the form. Remember to distribute certificates to the participants, and finish on time.

After the Workshop

- You and your co-facilitator (if you worked with one) each need to fill out a Post-Workshop Survey Form located in the Forms Section of this Facilitator Manual.
- Take time to look through the Participant Survey Forms to get an idea of how things went from someone else's viewpoint. Let the good comments warm your heart. If there are some not-so-good comments, take note, but don't take it to heart. Just plan to deal with the situation mentioned differently at your next workshop. Also remember that you can't please all the people all the time.
- Send the registration fees, Post-Workshop Survey Form and the Participant Survey Forms to the State Coordinator.
- Write "Thank you" notes to all appropriate people and organizations. This may seem like a real chore, but when you are on the receiving end, you will know how worthwhile the small effort is!
- **NOW** you can sit back and relax! Your job is done for this time. But . . . it's never too soon to start planning for the next workshop!

Checklist for Workshop Planning

Prior to the Workshop

- ☐ Contact participants through contact person, flyers, posters, telephone calls, letters or visits.
- ☐ Set workshop time and location.
- ☐ If unfamiliar with the location, scout in advance:
 - INDOORS: seating___ electrical outlets___ AV equipment___ chalkboard___
 refrigerator___
 - OUTDOORS: appropriate space and habitats for activities___
- ☐ Set workshop agenda, including objectives and activities.
- ☐ Submit Workshop Proposal Form to State Coordinator at least 3 weeks prior to workshop.
- ☐ Receive materials from state Coordinator.
- ☐ Gather other needed materials (see WILD Supply List)
- ☐ Confirm participants.

At the Workshop Site

- ☐ If possible, arrive 1-1/2 to 2 hrs ahead of workshop.
- ☐ Set up workshop space.
- ☐ Double check that equipment is working and cued-up.
- ☐ Locate restrooms, light switches and easiest access to activity areas indoors or outdoors.
- ☐ Greet participants as they arrive.
- ☐ Begin workshop on time. Give orientation to restrooms and refreshments.
- ☐ Distribute and discuss agenda.
- ☐ Distribute activity guides.
- ☐ Distribute and collect Participant Survey Forms.
- ☐ Distribute certificates.

Following the Workshop

- ☐ Complete Post-Workshop Survey Form and mail it with registration fees and Participant Survey Forms to the State Coordinator. You may also have extra activity guides and handouts and an expense reimbursement form to return.
- ☐ Return any borrowed materials.
- ☐ Send thank you letters to facility, resource professionals and others assisting.
- ☐ If possible, contact participants approximately one month following the workshop to ask if they have used the materials or are having any problems.

Workshop Supply List

The following are suggested items to include in a workshop supply box that you cart to and from workshops:

- | | |
|--|---|
| <input type="checkbox"/> cardboard | <input type="checkbox"/> Q-tips |
| <input type="checkbox"/> chalk | <input type="checkbox"/> rubber bands |
| <input type="checkbox"/> construction and copy paper | <input type="checkbox"/> ruler |
| <input type="checkbox"/> crayons | <input type="checkbox"/> scissors |
| <input type="checkbox"/> cups | <input type="checkbox"/> spoons |
| <input type="checkbox"/> floral wire | <input type="checkbox"/> string |
| <input type="checkbox"/> food coloring | <input type="checkbox"/> tacks |
| <input type="checkbox"/> glue sticks | <input type="checkbox"/> tempera paints |
| <input type="checkbox"/> hole punch | <input type="checkbox"/> toothpicks |
| <input type="checkbox"/> liquid glue | <input type="checkbox"/> |
| <input type="checkbox"/> markers | <input type="checkbox"/> |
| <input type="checkbox"/> masking tape | <input type="checkbox"/> |
| <input type="checkbox"/> mural paper | |
| <input type="checkbox"/> name tags | <i>Possible Equipment Items:</i> |
| <input type="checkbox"/> paint brushes | <input type="checkbox"/> flipchart easel |
| <input type="checkbox"/> paper clips | <input type="checkbox"/> extension cord |
| <input type="checkbox"/> pipe cleaners | <input type="checkbox"/> overhead projector |
| <input type="checkbox"/> plastic trays | <input type="checkbox"/> projection screen |
| <input type="checkbox"/> post-its | <input type="checkbox"/> slide projector |
| <input type="checkbox"/> pencils | <input type="checkbox"/> |
| <input type="checkbox"/> push pins | <input type="checkbox"/> |

Icebreaker Ideas

Project WILD

Animal Charades (adaptation)

Project WILD Aquatic

Are You Me?

Fashion a Fish

Project Learning Tree

Tree Treasures

NatureScope

Nose Know-How

Human Scavenger Hunts

Copy and distribute Project WILD Human Scavenger Hunt forms found on page 23. After the items have been filled in, ask the group “Who can tell us a little about_(name)_?” or “Who can tell us about someone that has _(held a snake)_? Keep the answers short and make sure all participants are included.

Creative Introductions

To get beyond typical introductions, you may ask participants additional questions so they can share more about themselves. “My name is _____, I teach at _____, my favorite animal/tree is _____, and I am particularly interested in _____.” Caution: limit each person to 30 words or less!

Meet My Partner

Ask participants to draw a symbol using the art materials provided,

Ask participants to find another participant whom they don’t know or don’t know well. Ask them to find out things such as where they work and what they are interested in. Reverse the process. When the large group reassembles, each participant should introduce his or her partner.

Name Games

Learn everyone’s name through association or repetition. You can have everyone select an animal/tree beginning with the same letter as their name, such as Cathy coyote, Bill buffalo or Franny fox. Sitting in a circle, each successive person has to state their name and associate animal/tree, then work back around the circle to the person beginning the activity.

Scavenger Hunt

Provide the group with a list of items to find in an allotted time. You may want to set boundaries for the search and establish a penalty for returning late.

How Many Words

Give the group a large word or words (like *Facilitator Workshop*) and let them see how many words they can create from those letters in a specified amount of time.

My “Roots?”

of a significant relationship they now have or have had – with a tree

(in any form)! Even when people already know each other's names, this task can stimulate thinking and allow people to share something about their interests and ways of perceiving the world in a simple and effective way.

Who Am I?

Tape the name or a picture of a wildlife species on the back of each participant. Each person must try to determine the kind of animal he or she is by asking yes or no questions of the other participants. For example, questions could be "Do I live on land or in water? Am I a predator or prey species? Am I a mammal?"

Guess My Name

Ask the participants to make a list of 10 words to describe an animal of their choosing on a sheet of paper they taped to themselves. Participants wander about reading each other's lists, trying to guess each other's animals and learning each other's names.

Blind Maze

Scatter carpet squares or pieces of paper over the meeting area. Blindfold one member of the group and have the others guide them through the maze. The key is not to step on any of the squares or pieces of paper. If the blindfolded participant steps on one, the next person should be blindfolded and start at the beginning of the maze.

Mute Squares

Cut large shapes (leaf shape, animal silhouette, etc.) into various geometric shapes. Place all pieces into an envelope and ask participants to take one piece as they arrive. Participants should mingle and try to assemble their shape, without speaking.

Sound Off

Make a duplicate set of cards with the name of an animal that makes a recognizable sound (deer, great horned owl, cardinal, bobwhite, coyote, etc.). Have participants select a card when they enter. When all are present, have them mingle, making the noise of their animal, and find their "match."

Match the Sound

Place an object in a film canister to make a noise (marbles, paper clips, bell, shells, etc.). Match your sound with that of another person.

Answer This Question

Have the group mingle and introduce themselves. Periodically the leader should shout out a size of the groups to be formed and a question to be answered by all in the small group. For example, "In twos, Where were you born?" or "In fives, Why did you choose to attend this workshop?"

Migrating Experiences

Ask the group to cluster in the

center of the room. The leader then should ask a series of questions and have the group split to two sides of the room. Some participants will switch sides of the room, others will not. For example, “born in this state...or

not,” “seen an eagle in the wild...or not.” For closure, ask those interested in learning more about the environment (or teaching children) to meet in the center of the room.

Animal Charades

Write the name of several animals on slips of paper, making sure there are at least two of each animal. Pass the slips out and ask the participants, at the same time, to make the sound of their animal. Each participant should look for the other animals of their kind. Each group should act out their animal for the other groups to guess. Continue by asking the groups to form clusters by “bird,” “mammal.”

Tracks and Trails

Place animal pictures and their tracks on separate index cards. Distribute cards to participants and ask them to match the animal to its track.

Vocabulary

Prepare a list of vocabulary words associated with the activities selected for the workshop (use the glossary in the activity guide). Ask participants to define the words early in the workshop and again at the end. Compare responses.

WILD Human Scavenger Hunt

Directions: Try to have at least one person sign his/her name after each statement. Each person can sign your list only once.

1. Has a loon license plate _____
2. Can name four Missouri endangered or threatened animals _____
3. Recycles aluminum, glass, newsprint, and milkjugs _____
4. Has written a government official concerning an environmental issue _____
5. Has held a snake or frog _____
6. Enjoys nature photography _____
7. Feeds birds in the winter _____
8. Has visited a “natural area” in the last month _____
9. Has floated an Ozark River _____
10. Has seen a wild owl _____
11. Has seen a predator catch a prey _____
12. Has stood out in a rainstorm _____
13. Has taken a kid fishing _____
14. Has gone hiking in the snow _____

A “Hike” through the Project WILD Guide

This is an opportunity for a “WILD Hike!” It’s a way for you – alone or with others – to investigate the Project WILD Activity Guide, finding out what it contains and how it can be used. Enjoy your hike!

1. What are the three major sections of the activity guide and where are they described?

a. _____

b. _____

c. _____

Described on: _____

2. Each Project WILD is divided into seven main parts. What are they?

a. _____

e. _____

b. _____

f. _____

c. _____

g. _____

d. _____

3. Each activity includes topic references that look like “RA1A, WM1B, PL1B2.”
Where do these references appear and what do they mean?

4. Each activity contains key vocabulary words identified in the sidebar. What is the easiest way to find the meaning of these words?

5. In the appendices, the activities are cross referenced two different ways. What are they? What other information is contained in each index?

a. _____

b. _____

A “Hike” through the Project WILD Guide

Answer key

1. What are the three major sections of the activity guide and where are they described?

- a. Ecological Knowledge
- b. Social and Political Knowledge
- c. Sustaining Fish and Wildlife Populations

Described on: pages ix-x

2. Each Project WILD is divided into seven main parts. What are they?

- | | |
|----------------------|----------------------|
| a. <u>Objectives</u> | e. <u>Procedure</u> |
| b. <u>Methods</u> | f. <u>Extensions</u> |
| c. <u>Materials</u> | g. <u>Evaluation</u> |
| d. <u>Background</u> | |

3. Each activity includes topic references that look like “RA1A, WM1B, PL1B2.” Where do these references appear and what do they mean?

Conceptual Framework - pages 461-472. The framework serves as the conceptual basis for all activities.

4. Each activity contains key vocabulary words identified in the sidebar. What is the easiest way to find the meaning of these words?

Glossary - pages 504-511

5. In the appendices, the activities are cross referenced two different ways. What are they? What other information is contained in each index?

- a. Skills Index - page number, grade level, indoor or outdoor activity
- b. Topic Index - page number, duration

WILD Activity Guide Quiz

To help teachers learn how to use the Project WILD guide

1. On what page is the goal of Project WILD found?
Answer: Page vi, first paragraph
2. How is the Table of Contents arranged?
Answer: By the three sections and topic areas from the conceptual framework; page i
3. Where is a one sentence description of Project WILD found?
Answer: The first sentence on page vi
4. How many procedural steps are given in the activity “Bottleneck Genes”?
Answer: Nine; found on pages 172-173
5. How many activities are geared toward expressive arts?
Answer: Thirty-four; found on page 494 in the Skills Index
6. Which index lists activities by grade level?
Answer: Skills Index; pages 494-497
7. What are the key terms for the activity “Cartoons and Bumper Stickers”?
Answer: Stereotypes, media and attitudes; page 194
8. How many activities could be used to teach population dynamics?
Answer: Twenty-five; page 498 in the Topic Index
9. Where are the outdoor activities listed?
Answer: Page 494 in the Skills Index
10. What do you multiply square miles by to get square kilometers?
Answer: 2.6; found in the metric conversion chart on page 473
11. On what page is the activity “No Water Off a Duck’s Back” found?
Answer: Page 307, according to the Alphabetical Listing on the last page
12. What three forms of evaluation were used for Project WILD?
Answer: Expert Review, Pilot Test and Field Test; found on page 516
13. On what page is the evaluation section of “Shrinking Habitat” found?

Answer: Page 317

14. What serves as the conceptual basis for Project WILD activities?

Answer: The Conceptual Framework; found on pages 461-472

15. What is the recommended grade level for the activity “Habitat Lap Sit”?

Answer: Grades 5-8, found on page 61 in the sidebar; also in the Skills Index on page 494

16. On what page is the definition of stewardship given?

Answer: Page 510 in the Glossary

17. What is the setting for the activity “Muskox Maneuvers”?

Answer: Outdoors; found on 133 of the activity or on page 496 in the Skills Index

18. Which parts of the Conceptual Framework are met in the activity “What’s for Dinner”?

Answer: IDIA, IDIB, IDIIB2 on page 96

19. How many objectives are listed for the activity “First Impressions”?

Answer: Two; found on page 178

20. On what page are the problem solving activities listed?

Answer: Page 494; on the Skills Index

21. How long does the activity “Quick Frozen Critters” take?

Answer: 20 to 45 minutes; found on page 122 in the sidebar or Topic Index, page 501

22. How many students are required for the activity “Habitat Rummy”?

Answer: Groups of two to three students; found on page 14 in the sidebar



Michigan

PROJECT WILD WORKSHOP PROPOSAL

Your name _____ Title/position _____

Mailing address _____

Home phone _____ Work phone _____

Workshop Information

Date _____ Running from _____ a.m. until _____ p.m.

Location _____ City _____

Registration deadline _____ Cost _____ per person

Registration cost covers (snacks, materials?) _____

Facilitator(s) _____

Expected number of participants _____ Audience _____

_____ Project WILD Workshop (6 hour minimum)

_____ Aquatic WILD Workshop (6 hour minimum)

_____ Combined K-12 Project WILD and Aquatic WILD (8 hours recommended)

_____ Combined Project WILD and _____ (ex: PLT, WET)

How will this event be announced? _____

Materials

Number of needed manuals _____ K-12 Project WILD _____ Aquatic WILD

Contact and address to send materials to _____

Date materials needed by _____

Please attach workshop format and tentative agenda.

Mail proposal at earliest possible date, preferably 6 weeks prior, to:

Raymond Rustem, Office of Communications, Michigan Dept. of Natural Resources, P.O. Box 30028,
Lansing, MI 48909 or FAX (517) 373-1547



FACILITATOR REPORTING FORM

Your name _____ Title/position _____

Mailing address _____

Home phone _____ Work phone _____

Workshop

Date _____ beginning at _____ a.m. and running until _____ p.m.

Location _____ City _____

Facilitators _____

Kind of event

_____ workshop (4-16 hours)

_____ presentation (less than 4 hours)

_____ institute or course (more than 16 hours)

_____ other (please specify) _____

Length of event _____ hours

Number of participants _____

Audience (please check as many as apply)

_____ elementary teachers _____ resource agency personnel _____ college students

_____ secondary teachers _____ industry representatives _____ college faculty

_____ principals _____ private conservation groups _____ other _____

_____ superintendents _____ youth organizations _____

What materials participants received

Project WILD-12 Activity Guides Total number given _____

Project WILD Aquatic Activity Guides Total number given _____

Other _____

Was academic or other credit provided? _____ Yes _____ No

What kind? _____ How many units? _____ From _____

Overall participant response

_____ exceptionally enthusiastic _____ somewhat interested

_____ generally interested _____ not at all interested

*Please complete the information on back. Return completed forms with participant survey forms and sample hand-outs to: **Raymond Rustem, Office of Communication, DNR, P.O. Box 30028, Lansing, MI 48909***

Summary of Project WILD event (Include attachments if needed)

1. Preparation: Briefly describe what measures were used to announce the event. Include samples if possible.

2. Program Agenda: Outline approximate times and activities. Identify Project WILD activities by title.

3. Follow-up: Briefly describe any planned follow-up programs.

4. Briefly outline your workshop format, including which activities you used.

5. Summarize the expenses and/or revenues involved in your workshop. Include any local support and any in-kind services from local agencies or industries.

Would you be interested in offering Project WILD again? _____ Yes _____ No

Comments _____

Michigan Project WILD Facilitator Expense Worksheet

Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

Workshop Date(s) _____ Location _____

Facilitator Expenses:

Date	Mileage	From	To
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total: _____ @ \$0.295/mile = \$_____

Other Expenses: (please attach receipts)
Amount

Total Other Expenses _____

Total All Expenses _____

Facilitator Signature

Approved

Participant Survey Form

Thanks for your interest in Project WILD! The sponsors and others working with this project would like to ask your assistance in providing the following information. Your responses will help us evaluate the project's effectiveness and improve its services. Be sure to include your name and address if you would like to be on the project's mailing list for additional information in the future.

PLEASE PRINT

Date: _____ Facilitator: _____

Name: _____

Permanent Address: _____

City: _____ State: _____ Zip: _____

Email: _____ Phone: () _____

1. I AM ATTENDING

- 1- an introductory Project WILD Workshop
- 2 - a presentation (less than 4 hours)
- 3 -an institute or Course (more than 1- hours)
- 4 - none of these --but put me on the Project WILD Mailing list
- 5 - Leadership Workshop to become a project WILD facilitator
- 6 - a combined Project WILD/Aquatic Project WILD Education Workshop
- 7 - an Aquatic Project WILD Workshop

2. MY POSITION IS:

- 1 - elementary teacher
- 2 - secondary teacher
- 3 - principal
- 4- superintendent
- 5- curriculum specialist
- 6 - resource agency person
- 7 - industry representative
- 8 -private conservation group representative
- 9 - youth organization representative
- 10 - preservice teacher
- 11 - college student
- 12 - college faculty
- 13 - other _____
- 14 - special education teacher
- 15 - nature/environmental center affiliate

3. I HAVE RECEIVED THE:

- 1 - Project WILD Activity Guide
- 2 - Project WILD Aquatic Activity Guide

5. I AM MOST LIKELY TO USE PROJECT WILD WITH: (IF YOU WORK WITH A NON-SCHOOL GROUP, CHOOSE THE GRADE LEVEL CLOSEST TO THE AGE OF YOUR AUDIENCE.)

- 1 - primary (K-3) 8 - all levels
- 2 - intermediate (4-6) 9 - college (13-16)
- 3 - middle school (5-8) 10 - all school (K-16)
- 4 - junior high (7-9) 11 - adults
- 5 - senior high (10-12) 12 9 all ages (K-adults)
- 6 - all elementary (10-12) 13 9 other _____
- 7 - all secondary high (7-12) 14 9 preschool
- 3 - more background information to increase my knowledge
- 4 - other _____

5 9 none, I have no suggestions

6. I AM MOST LIKELY TO USE PROJECT WILD: (YOU MAY PICK MORE THAN ONE.)

- 1 - students in school
- 2 - preschool students
- 3 - Scouts, 4-H, or other youth groups
- 4 - nature centers or camps
- 5 - general public
- 6 -teachers
- 7 - church or other community groups
- 8 -student teachers
- 9 - environmental conservation groups
- 10 -resource agency personnel
- 11- industry groups
- 12 - other _____

7. I AM MOST LIKELY TO USE PROJECT WILD WITH THE FOLLOWING NUMBER OF PEOPLE DURING ANY ONE YEAR:

- 1 - none
- 2 - 1-30
- 3 - 31-60
- 4 - 61-120
- 5 - 121-250
- 6 - 251-500
- 7 - 501-1000
- 8 - 1001-5000
- 9 - more than 5000

8. I AM INTERESTED IN THE FOLLOWING FROM PROJECT WILD IF POSSIBLE:

- 1 - becoming certified to offer Project WILD workshops to others
- 2 - participate in additional Project WILD workshops in order to: _____

9. THIS WORKSHOP WAS:

- 1 - excellent — one of the best I have ever attended
- 2 - good
- 3 - okay, but it could have been substantially improved
- 4 - not particularly good

10. THE BEST FEATURES OF THIS WORKSHOP WERE: (YOU MAY PICK MORE THAN ONE!)

- 1 - the staff presenting the workshop
- 2 - the Project WILD materials
- 3 - the instructional strategies I experienced
- 4 - other _____

11. WAYS IN WHICH THIS WORKSHOP COULD HAVE BEEN IMPROVED INCLUDE

- 1 - more hands-on activities
- 2 - more suggestions for how to use these materials

YOUR SUGGESTIONS ARE CRUCIAL TO OUR CONTINUED SUCCESS. PLEASE INCLUDE ANY ADDITIONAL COMMENTS SUGGESTIONS, ACCOLADES, AND/OR REQUEST ON THE BACK OF THIS PAPER. THANK YOU!

Michigan WILD Workshop Sign-in Sheet

Location

Facilitators

Date

PLEASE PRINT ALL INFORMATION

Name	Home Address	City	Zip	Phone	Grade Level

PLEASE PRINT ALL INFORMATION

Activity Guide Sections

Ecological Knowledge

- Wildlife populations
- Habitats, ecosystems and niches
- Interdependence
- Changes and adaptations
- Biodiversity

Social and Political Knowledge

- Cultural perspectives
- Economic, commercial and recreational considerations
- Historical and geographical development
- Political and legislative frameworks

Sustaining Fish & Wildlife Populations

- Attitudes and awareness
- Human impacts
- Issues and trends
- Wildlife management
- Responsible action and service

Project WILD Sponsors

National Sponsors

- ◆ **Council for Environmental Education**
- ◆ **Western Association of Fish and Wildlife Agencies**

Associate Sponsors

- ◆ **American Fisheries Society**
- ◆ **Defenders of Wildlife**
- ◆ **Environmental Protection Agency**
- ◆ **National Wildlife Federation**
- ◆ **U.S. Fish and Wildlife Society**

State Sponsor

- ◆ **Michigan Department of Natural Resources**
- ◆ **Michigan Alliance for Environmental and Outdoor Education**

Goal of Project WILD

To assist learners of any age in developing awareness, knowledge, skills and commitment to result in informed decisions, responsible behavior and constructive actions concerning wildlife and the environment.

Activity Components

 Objectives

 Method

 Materials

 Background

 Sidebar

- Grade Level
- Subject Areas
- Duration
- Group Size
- Setting
- Framework Reference
- Key Terms
- Appendices

 Procedure

 Extension

 Evaluation

Project WILD

- ❖ **Interdisciplinary, supplementary conservation education program emphasizing wildlife**
- ❖ **Designed for Educators of PreK-12 Students**
- ❖ **Available in all 50 states**
- ❖ **Developed by educators and resource professionals**
- ❖ **Teaches kids how to think, not what to think about environmental issues**

Teaches Kids How to Think, Not What to Think

✦ **Not a “Wildlife” Program**

✦ **Can Be Used in a Variety of Contexts: Rural to
Urban**




✦ **Works in Formal and Nonformal Settings**

✦ **Reputation for Balance and Breadth**

Implementation

-  **PW Operating Committee (National)**
-  **State Sponsors**
-  **State Coordinators**
-  **Workshop Facilitators**
-  **Educators**
-  **Educator and Facilitator Workshops**

World-wide Network

-  **More than 1,000,000 Educators**
-  **Millions of Students**
-  **Available in All 50 States**
-  **U.S. Territories**
-  **Canada, India, Sweden, Czech Republic,
Japan and Iceland**

Constructivism

Students construct new knowledge by combining previous knowledge with new discoveries. Educator guides students toward new conceptual understanding through critical thinking and creative problem solving.

National Education Reforms

Thematic

- ↘ **Interdisciplinary**
- ↘ **Active Learning**
- ↘ **Authentic Assessment**
- ↘ **Constructivist Learning**
- ↘ **Conceptual**
- ↘

Teaching Connections



Fun and Engaging



User Friendly



Inexpensive



Uses the Out-of-Doors



Deepens Understanding



Storylines



Multicultural



Thoroughly Field Tested

Resources and References

Ready to get *WILD* ?

Join Us for a Project WILD Workshop!

Date:

Times:

Location:

To register contact:

Course Credit:

About This Workshop

- Project WILD is for educators who work with youth grades K-12.
- Project WILD is a supplementary environmental education program emphasizing wildlife.
- Workshops offer exciting new teaching ideas for use in science, math social studies language arts, physical education, music and art.
- Each participant receives supplementary activity guides and a resource packet filled with pamphlets booklets and information about the environment.

Talking About Monsters

Reprinted with permission from Fears, 1991. Iowa Conservation Education Council.

What is fear?

Fear is an adaptive mechanism that seems to be part of our evolutionary inheritance. It produces a protective response necessary for survival. We are not, so far as we currently know, born afraid of such things as crossing the street, hot stoves or snakes. The development of fear is a learned behavior and, as such, is usually modified as we gain understanding about a fear-producing object or situation.

For example, a toddler is taught to stay out of the dangerous street. Later, the child is allowed to cross the street accompanied by an adult who helps the child understand the specific reasons for the danger and demonstrates how to safely cross the street. Eventually, the child masters the skill of crossing the street independently, having overcome fears learned earlier.

Why are we concerned about outdoor fears?

On the one hand, fears are practical, commonplace, learned behaviors that can help us grow and survive. Most early childhood fears are outgrown. They may disrupt life for a time, but mastery over them usually replaces anxiety. On the other hand, if they are not confronted and understood, phobias may develop which may seriously inhibit person growth and life experiences.

As teachers, naturalists and other educators, we are especially concerned about fears of things in the outdoors. Often, animals are feared out of ignorance. Ignorance often produces myths that encourage and support irrational fears and destructive actions toward the sources of the fear. Our experiences with both children and adults have shown that, when presented with true facts concerning animals (or other fear-producing outdoor situations) and activities to help deal with fears, anxieties are reduced. Often, fear is replaced with respect or other, even stronger, positive emotions. This becomes positive, not only for the individual, but for the resources as well.

In a recent nationwide study of children's attitudes towards wildlife, Westervelt and Llewellyn reported that "active behaviors that required direct involvement with live animals . . . frequently had stronger and more consistent relationships with both attitudes and knowledge than did indirect wildlife-related behaviors . . . The obvious implication is that new educational opportunities for direct contact and active involvement with wildlife will have far greater payoffs than continuing to rely on traditional sources of non-interactive contact."

Strategies for combating fear

To children, fear feels bad, often producing guilt, damage to self-esteem and a sense of helplessness or being out-of-control. Dr. Jonathan Kellerman, author of *Helping the Fearful Child*, describes some general guidelines for countering the bad feelings associated with fear. These include the following:

1. Do not ignore or deny the fear;
2. Fear and/or frightening experiences should be discussed frankly;
3. Help children understand that everyone has fears. Sharing one of your own childhood fears with a fearful child may be helpful to the youngster;
4. Allow children to withdraw from fearful situations temporarily, but do not make a “big deal” out of it;
5. Do not force children into fearful situations or scorn their fears;
6. Allow children to grow familiar with fearful situations gradually;
7. Above all, express your confidence in their ability to overcome their fears at their own pace;
8. If possible, put the fear-producing object in a nonthreatening environment. For example, children afraid of insects may approach one in a closed container and begin to gradually overcome their fear;
9. Finally, examine your own fear. Remember the importance of modeling behavior from which children learn.

It is important to remember that young children often have difficulty separating reality and fantasy. No matter what causes the anxiety, it is real to the child. The fear has been learned. It is our experience that, when presented with understanding and facts that replace superstition, fear can often be unlearned.

Fear seem to be learned in three basic ways: 1) by imitating the reactions of others; 2) by associating the fear-producing agent, in some way, with danger; and/or 3) by receiving some positive reinforcement for fearful behavior. Knowing how fears are acquired can help us create situations where fear can be unlearned. Modeling, for example, often occurs without conscious intention. When a child's fear of snakes imitates a parent's response, an opportunity to see other people react differently can be very valuable. Providing information about alternative ways to react to a fear-producing agent can be helpful. Knowledge about snakes gained from direct observation (at a comfortable distance) can also help relieve anxiety and encourage different, nonfearful ways of reaching to them.

New association can replace fearful associations when children are given opportunities to form them. Children are often fascinated by what they fear. They may, for example, see the same scary movie over and over again until they have control over the scary situation

The payoff for gaining mastery over something feared is greater self-esteem and confidence. Care must be taken not to provide positive reinforcement for fearful behavior once it has been acquired. A child who receives positive attention may solidify fearful behavior into a chronic problem.

What do you do if you suspect that a proposed field trip or a certain subject to be studied is causing anxiety for some students? Test your suspicions! Find out by having the students “go outside and find things you love and things you hate” or by having them draw pictures of “scary things” outdoors. Talk with them about their fears, try some of the learning activities, provide factual information and watch them gain confidence and acquire one of life’s important skills – mastery of fear!

Assessment of Learning and The Projects

by Dr. Gerry Saunders, Southern Illinois University of Carbondale

Assessment. Evaluation. Authentic assessment. Forced choice. Complex generated response. Portfolios. How do we figure out what our students have learned? How do we evaluate that learning? How do we demonstrate learning has taken place to parents, principals and program directors? These are problems educators continually face. When designing workshops, paying attention to this area and modeling examples will help educators more effectively use activities from the Projects.

One of the major thrusts in education is using real situations and student products as part of the evaluation process. The Illinois State Board of Education refers to these as items requiring a “complex generated response” and authentic assessment measures. Many teachers collect samples of student work into portfolios that represent the quality of student work in a variety of situations. The nature of the activities in all of the Projects manuals facilitate this type of assessment.

“Oh Deer” from Project WILD is a very commonly used activity. The evaluation suggestions fit readily into a variety of forms of assessment. The first suggestion is to have students name three essential components of habitat. This could be done as part of a matching or completion test question: “List three of the four essential components of habitat.”

The evaluation could also be done as part of a problem requiring a complex generated response as described in the third suggestion. This suggestion calls for the interpretation of data. An evaluation that provided the data set, asked students to graph and then interpret the data is consistent with the kinds of evaluation recommended by the National Council of Teachers of Mathematics in the NCTM Standards and the ISBE Quality Schools Program. It calls for the type of response that can easily be evaluated for correctness and completeness of response as well as be included in a portfolio. This type of activity could also be done either individually or collaboratively.

Student drawings done for the WILD activity “Adaptation Artistry” allow students an alternative to the written response. Students visually demonstrate understanding of the concept of adaptation through drawings and picture recognition. Students could also create collages representing specific types of adaptations.

Assessment suggestions for Project WILD activity “A Few of My Favorite

Things” provides another opportunity for assessment of interactive, visual products. The activity suggests students generate posters demonstrating connections between an object and sources of energy, types of resources and raw materials. The complexity of thought and depth of understanding should be visible in the poster and expressed in an alternative method to an essay or oral report. Again this could be done individually or collaboratively with both individual and group responsibility.

The inclusion of assessment alternatives within a workshop can be accomplished by direct modeling, guided practice and participant “brainstorming” alternatives. The brainstorming sessions could be particularly productive, allowing participants to build off of each other’s ideas, then going home with a smorgasbord of examples.

All of these suggestions offer valid assessment alternatives and are consistent with current trends in education calling for evaluation that is conceptual, interactive and physical. Helping educators recognize the value of these suggestions and modeling their use should not only improve the use of Projects activities but make the teachers’ lives a little easier.

Environmental Values Activities

by Dr. Clifford E. Knapp, Lorado Taft Campus, Northern Illinois University

Values involve human preferences and moral decisions which usually lead to certain behaviors. They often guide choices and are usually reflected in a person's lifestyle. Environmental values are a subset of all values which consider the care and use of natural elements and the maintenance of ecological cycles. These values sometimes compete with other values such as human comfort, convenience, safety, sanitation, economics or enjoyment. To act upon environmental values all of the time is difficult.

Education activities can be designed to encourage the awareness, analysis and possible change of these values. "Teaching" an environmental value does not necessarily imply inculcating it. Sometimes a more fruitful approach is to provide the proper conditions for a meaningful indoor or outdoor experience which may result in the realization of a new value or the modification or reaffirmation of one presently held. Teacher-led reflection sessions may help students become more aware of the values components involved in the activity.

Carl Roger, the late educator and psychotherapist, proposed that persons who demonstrate greater openness and sharing of their experiencing, arrive at a commonality of values which enhance the self, community and the survival of the human species. This belief that the study, discussion, debate and resolution of conflicts centered around environmental issues will result in a set of values that sustains the earth is the key to values education. The following activities can accomplish these goals without imposing a set of "right" values upon students by inculcating them.

Solo Time - Take time alone in natural settings to allow opportunities for awareness, reflection and connection with the inner and outer environment. While on this type of retreat from people and the built environment, thoughts and feelings about personal and group values can result.

Clarification - Structure activities that can promote human interactions and bonding with nature and reveal a diversity of value options. Opportunities to freely choose, prize and act in relation to the elements and processes can clarify values. For example, find a variety of litter and assess its relative impact upon humans and other organisms.

Writing - Organize writing exercises based on outdoor experience. Writing forms such as poetry, figures of speech, journaling or other creative structures can strengthen, shape and form values.

Observation and Inventory - The discovery of new information about the natural world can result in value reinforcement or change. For example, a survey of tree species, rock types or wildlife in an area can reveal data that influences future choices.

Action Projects - Many hands-on projects directed toward solving or minimizing environmental problems can affect values. Consider projects that improve conditions and benefit the environment as well as people. For example, activities such as cleaning up litter, building bluebird or bat houses, controlling erosion, building trails, pruning trees or constructing stream check dams can transform perceived values into repeated patterns of action.

Art Media - Use various forms of expression through the visual arts to focus attention upon beauty in nature. For example, drawing, painting, sculpting, weaving, photographing and other skills can serve to develop environmental values.

Games and Simulations - Play is a powerful tool for shaping values. Games and simulations that use elements from nature, demonstrate ecological relationships or pose environmental dilemmas can contribute to the process of valuing, especially when they are reflected upon and shared.

Poetry and Story Readings - Poems and stories can serve as springboards and motivators for outdoor valuing experiences. Written text by authors such as Byrd Baylor, Dr. Seuss, Robert Frost, John Burroughs, Henry David Thoreau and many others can provide stimuli for values development.

Rituals and Ceremonies - Invent structured or open-ended dramatic presentations. These can include group readings, songs, music and rhythm instruments, skits, chants and other forms of group celebration (e.g., celebrate the sun, rain, air, soil, birds or plants).

Imaginary Field Trips - Allow your imagination to take a mental journey to other times and places. One example is an exercise known as “A Council of All Beings,” in which humans take the roles of plants, animals and other earth components, construct masks and then speak for the earth and its inhabitants. They also reflect upon the formation of the universe and how humans come to occupy and impact the earth.

Asking Questions - Sometimes by asking the right question, people can become clearer about their values. Make a list of questions about the environment and then find some answers to those that interest you.

Finding Examples - One technique is to provide learners with a list of objects and events and ask them to find examples of them in the environment. For example, these can include value terms such as harmony, good/bad changes, balance, waste or useful plants or categories such as nature as healer, creative force, nurturer, teacher or something to control.

Bibliography - Read about the life of an environmental hero or heroine. Make a list of what actions and character traits you respect.

Code of Ethics - Write your own environmental code of ethics in a way that reflects your concern for the nonhuman as well as human environment.

Lifestyle Analysis - Describe the lifestyles of several people and then try to figure out what values might account for their actions and choices.

Finding Connection - Learn more about how the components of an ecosystem are connected to each other (e.g., How are a bat and a mosquito interrelated?).

Both Sides Now - Select an interesting environmental issue such as acid rain or global warming and find out as much as you can about the arguments for and against viewing it as a critical environmental problem.

Legal Eagles - Learn about an environmental law or ordinance such as the Endangered Species Act and decide how it is supposed to help animals and plants. Evaluate how effective it was or is.

Human Impact - Go to a natural area and do something there that has a low environmental impact on the place.

Case Studies - Investigate a case study of a controversial environmental issue such as the conflict between the snail darter fish and the building of the Tellico dam. State your opinion about how the issue was resolved and why you believe that way.

Adults As Learners

Reprinted from the California Project WILD Facilitator's Handbook

Adults as learners are different than children as learners. The following characteristics of adult learners may help you plan and present your workshop.

Orientation to Learning

- Adults will commit to learning something when they consider the goals and objectives of the workshop to be important to them - that is, job-related and perceived as being immediately useful.
- Adults want to initiate their own learning and be involved in selecting objectives, content and assessment.

What You Can Do: State workshop goals early in the schedule and add participant goals not listed. Be prepared to help participants see the need for learning something new. Encourage and nurture the seeds of understanding and change. Assume that each person wants to understand or learn.

The Learner's Self-Concept

- Adult Learning is ego-involved. Learning a new skill, technique or concept may promote a positive or negative view of self. Adults may fear that others will judge them, which produces anxiety during new learning situations.
- Adults reject prescriptions by others for their learning, especially when what is prescribed is viewed as an attack on what they are presently doing.

What You Can Do: Provide an environment in which the participants feel safe to try something new or to consider new ideas. Never criticize participants, but be positive and affirm each person in some way.

The Role of the Learner's Experience

- Adults come to any learning experience with a wide range of previous experiences, knowledge, skills, self-direction, interests and competencies. This means that the richest resource for learning is often the group of adult learners themselves.
- Adults will resist learning situations they believe are an attack on their competence; thus they may resist imposed workshop topics and activities.

What You can Do: Accept and value participants as individuals with their own experiences, knowledge and skills. Provide ways for participants to contribute to each other's learning through techniques like group discussion and problem-solving and peer-helping activities.

Motivation

- Motivation is produced by the adult learner: all one can do is encourage and

- create conditions that will nurture what already exists in the adult.
- Adult learning is enhanced when there is respect, trust and concern for the learner.

What You Can Do: Show participants that you respect, trust and are concerned for them. Do not blame participants who do not pay attention or are reluctant to participate instead look for ways to adjust the workshop to increase interest.

Resources

Knowles, Malcom. The Adult Learner: A Neglected Species, 3rd ed. Houston: Guild Publishing Co. 1984

Sergiovanni, Thomas J. "Human Resources Supervision," Professional Supervision for Professional Teachers. Washington, D.C.: Association for Supervision and Curriculum Development, 1975.